

## Drama - Y11 - MediumTerm Plan- Term 3

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| Year group 11  | <b>Subject: Btec Component Three - Responding to a brief</b>  |
| <b>Prior learning- linked to National Curriculum</b> | <p>Students have been strengthening their devising skills in preparation for their final assessment - component 3 Externally assessed exam (released 23 Jan). Previously students have studied techniques for, and approaches to, devising a play in response to a brief provided by the exam board.</p> <p>Students have pursued a mock assessment process in terms 1 and 2 as a rehearsal for the actual assessment in terms 3 and 4. Techniques and subject matter included practitioners: Stanislavsky, Brecht and Berkoff, and strengthening the students rehearsal and performance skills through theoretical understanding and practical use of Naturalism, Epic and Physical theatre techniques. Additional techniques included use of Status, storyboarding, structuring.</p>  |
| <b>Rationale</b>                                     | <p>Term 3</p> <p>Students will spend 3 weeks recapping previous knowledge from terms 1 and 2 - retrieval activity relating to key skills required for the 9 week assessment period. This includes revisiting the techniques and approaches used by 3 practitioners, Stanislavsky, Brecht and Berkoff</p> <p>Students are also constantly reflecting on the core skills of rehearsing and performance. These include : voice, gesture, body language, status, interpretation, collaboration, co-operation, discussion, character, staging, blocking, analysis, line learning</p> <p>Once the brief is released to the students they collaborate in small groups to create an original piece of theatre exploring the topic and themes provided by the exam board. This is assessed external through a filmed performance and 3 controlled written assessment at regular interval through the assessment window (Jan - May)</p> |
| <b>Vocabulary:</b>                                   | <b>Key Tier 3 Vocabulary Words are: naturalism, physical theatre, verbatim, Stansilavsky, Brecht, berkoff, sequence, interpretation, explore,</b> ideas, skills development, evaluation   |
| <b>Cultural Capital:</b>                             | The issues covered in this component include research into the positive impact that young people have on their own communities. Students will also explore some of the cultural negative stereotyping of young people (teenagers in particular) in society and in the media and on social media. Students will explore how some of these stereotypes are created and how  |

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|   | they can be challenged - and will develop solutions for how these might be challenged as part of the content of their devised pieces of theatre.   |
| <b>Key assessments- name the assessments</b>    | This component will be assessed externally by the exam board based on written and practical evidence created throughout the assessment window: The mechanism for assessment is through 4 Set Tasks - three written and one practical - which take place at intervals through the assessment window and all contribute to the overall assessment mark (Jan - May)   |
| <b>What do children know/ can do now (EDSM)</b> | <p><b>Emerging:</b> Students are able to imitate given techniques or styles at a basic level and take part in practical tasks. They can identify some of the skills they could use. They can <i>describe</i> some techniques that they have used in rehearsal and performance. The individual contribution made by the student has minimal impact on the group dynamic or the delivery and communication of ideas through performance.</p> <p><b>Developing:</b> Students can apply appropriate skills and techniques for the style or genre of the work and demonstrate appropriate skills in practical tasks. They can <i>describe</i> and <i>explain</i> techniques that they have used in rehearsal and performance. The individual contribution made by learners has some impact on the group dynamic and the delivery and communication of ideas in the workshop performance as a performer</p> <p><b>Secure:</b> Students can apply relevant skills and techniques for the style or genre of the work and demonstrate appropriate skills in practical tasks. They can <i>describe, explain and analyse</i> techniques that they have used in rehearsal and performance. The individual contribution made by learners has significant impact on the group dynamic and the delivery and communication of ideas in the workshop performance.</p> <p><b>Mastered:</b> Students are able to initiate imaginative and appropriate activity. They are able to respond fully to all of the requirements of the brief provided by the exam board. Students are able to take the initiative and support others in the group. They consistently contribute valid ideas to discussions and practical exploration activities. They effectively and consistently apply appropriate rehearsal and performance skills and techniques for the style or genre of work. The individual contribution made by learners has a significant impact on the group dynamic and the delivery and communication of ideas through performance. Learners are able to reflect on and review the process and outcome with awareness and insight.</p> |